**FLEX 6**

**CLASS MATERIALS**

Edited December 2013

**FLEX 6**

**Period 5A or 5B**

The Class

FLEX (Foreign Language Exploration) is a class designed to introduce students to the Spanish language. Students will participate in authentic activities to use Spanish in everyday settings. They will have the opportunity to explore the language through conversation, hands-on activities, reading, and reflections.

Expectations

Students are expected to arrive to class on time and with all materials. Every day, students must bring a pencil, their agendas, and a folder for class handouts. As there is no textbook for this course, students MUST keep all handouts until the end of the grading period. Students will participate in class, complete all assigned work, and treat classmates and teachers with respect. There will be consequences for students who do not meet these expectations.

**\*All assigned work must be turned in within one week of the due date or it becomes a zero.**

**\*Use of translators is strictly prohibited. Any assignment that shows evidence of computer translation will immediately receive a ZERO with NO opportunity to redo the work. All assignments are carefully planned so that students have the skills and materials needed to complete them without the use of translators.**

Goals

* Communicate in basic Spanish in conversation and written language
* Further students’ interest in language and culture
* Gain new perspectives on culture—our own and others’

Contact Information

Please contact me with any questions or concerns. I will return your message as soon as I can on the next school day. I check my email and voicemail during my planning period every school day.

Telephone: 304-387-2363

Email: [lmelliott@access.k12.wv.us](mailto:lmelliott@access.k12.wv.us)

You can also contact me through [www.edline.net](http://www.edline.net), which is where I will post course information throughout the semester. **I strongly encourage all parents to update their email addresses in Edline** as I may be sending course information through that system. If the email address you have listed in Edline is not active, you will not receive this information.

I look forward to getting to know your child during this course, and I’m very excited to begin exploring Spanish.

Sincerely,

Lynn Elliott

Spanish Teacher, OGMS

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Students must keep the top of this paper in their Spanish folders until the end of the grading period.

PLEASE sign here to show that you have read this information with your child:

**Child’s name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Telephone**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Best time to call: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Email address**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you prefer being contacted by telephone or email? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have an active Edline account? Yes / no

If you do, please make sure your Edline has been updated with your most recent email address.

Introducciones: ¡Bienvenidos al español!  
Please fill out this information to help Señorita Elliott get to know you better.

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class period I have Spanish: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ My homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

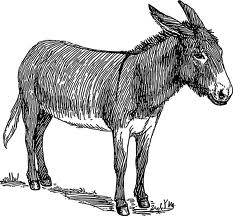
My full name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred name/nickname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who I live with and their relationship to me. For example – Mary (mom), Jeff (stepdad), Julie (sister): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you ever studied a language before? Do you speak any language other than English? Does someone in your family speak a language other than English? Tell me about any experience you have with languages.
2. What do you expect to get out of Spanish class?
3. Make a learning goal for yourself and for the whole class.   
   For the whole class – At the end of this course, we will be able to….

For me – At the end of this course, I will be able to…

1. When you learn something new, what’s the best way for you to remember it? Do you learn best by seeing new information, hearing it, or doing something hands-on?
2. What kinds of activities do you like to do outside of school? What kinds of things do you do with your family?
3. What’s the most important thing you want teachers to know about you?
4. What’s your favorite thing about school? Why is it your favorite?
5. Tell me about your favorite things (color, animal, food, music, class, etc).

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocales (Vowels)**

**en español**

There are five vowels in Spanish, just as in English. These vowels always make the same sounds, and we have a tongue-twister to help us remember those sounds.

A – ah (as in “father”)  
E – ay (as in “day”)  
I – ee (as in “me”)  
O – oh (as in “go”)  
U – ew (as in “do” – unless it’s just after the letter Q—then it’s silent)

So, our tongue-twister is this:

***A E I O U, el burro sabe más que tú***

Which roughly translates as *A E I O U, the donkey knows more than you do*. It’s not the nicest phrase you’ll learn in Spanish class this year, but it’s fun to say and it’s very helpful when we practice our vowel sounds. If you know these five vowel sounds, you can sound out any word in Spanish!

Practice sounding out these words:

elefante buenos días de que ojo

clase cosa rayo madre rojo

Señor gigante arroz me llamo hotel

una taxi ir uña verdad

Japón y

Other sounds to keep in mind:

G – can be like the H in “hot” or the G in “gum,” but it NEVER makes a J sound!

(ex: geografía, gigante, gato, grupo)

H – always silent

(ex: hotel, hola, hipo)

J –like the H in “hot”

(ex: jalapeño, jirafa, Jalisco, anaranjado)

K – not a traditional Spanish letter, only used to spell foreign words.

LL – makes a Y sound like in “yes.” In some Spanish dialects, LL makes a J or an SH sound.

(ex: me llamo, llanta, amarillo)

Ñ – makes a NY sound like in “canyon.”

(ex: señorita, mañana, España)

QU – the U in this letter combination is ALWAYS silent.

(ex: que, porque, quien)

RR – makes a trilled R sound. If you can’t do the trill, don’t worry, a regular R sound is fine.

W – not a traditional Spanish letter, only used to spell foreign words.

Y – always makes an EE sound like the word “creepy.” By itself, Y means “and.”

Z – makes an S sound.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­Function Phrases: Getting Started in Spanish Class  
Words and phrases we’ll use in this course

|  |  |  |
| --- | --- | --- |
|  | **Spanish** | **English** |
| **Being polite** | Por favor | Please |
|  | Gracias. | Thank you. |
|  | De nada | You’re welcome. |
|  | Lo siento | I’m sorry |
|  | Perdón *or* Con permiso *or* Desculpa | Excuse me |
|  | Salud | Bless you |
| **Figuring out what people mean** | ¿Cómo? | What? I didn’t quite understand what you said. |
|  | Entiendo …. *No* entiendo | I understand …. I *don’t* understand. |
|  | ¿Cómo se dice \_\_\_\_? | How do you say \_\_\_\_? |
|  | No tiene sentido. | That doesn’t make sense. |
|  | ¿Qué significa \_\_\_? | What does \_\_\_\_ mean? |
|  | La palabra | The word |
| **Asking questions** | ¿Puedo ir al baño? | Can I go to the bathroom? |
|  | ¿Puedo ir al bebedero? | Can I go to the water fountain? |
|  | Tengo una pregunta. | I have a question. |
|  | ¿Dónde está \_\_\_\_? | Where is \_\_\_\_\_? |
|  | ¿Qué?  ¿Cuál?  ¿Dónde?  ¿Quién?  ¿Por qué?  ¿Cuándo?  ¿Cuánto(s)?  ¿Cómo? | What?  Which?  Where?  Who?  Why?  When?  How much/how many?  How? |
| **Basic Conversations/**  **Other Helpful Words** | Quiero \_\_\_\_ … *no* quiero | I want \_\_\_\_ … I *don’t* want |
|  | Necesito \_\_\_\_ … *no* necesito | I need \_\_\_\_ … I *don’t* need |
|  | Puedo \_\_\_\_ … *no* puedo | I can \_\_\_\_ … I *can’t* |
|  | Entiendo …. *No* entiendo | I understand …. I *don’t* understand. |
|  | Sí | Yes |
|  | No | No |
|  | Quizás | Maybe |
|  | Aquí | Here |
|  | Dime… | Tell me… |
|  | Un momento | One moment |
|  |  |  |
|  | 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez 11. once 12. doce 13. trece 14. catorce 15. quince 16. dieciséis 17. diecisiete 18. dieciocho 19. diecinueve 20. veinte 21. veintiuno 22. veintidós 23. veintitrés 24. veinticuatro 25. veinticinco 26. veintiséis 27. veintisiete 28. veintiocho 29. veintinueve 30. treinta 31. treinta y uno 32. treinta y dos 33. treinta y tres... | 10. diez  20. veinte  30. treinta  40. cuarenta  50. cincuenta  60. sesenta  70. setenta  80. ochenta  90. noventa  100. cien  101. ciento y uno  102. ciento y dos… |

***Could you repeat that?***

**¿Cómo?** – What did you say? I didn’t

understand/hear you.

**No entiendo** – I don’t understand.

**No sé** – I don’t know.

**No tiene sentido** – That doesn’t make sense.

**Más despacio** – Slower!

**¿Puedes repetirlo?** – Can you repeat that?

**Otra vez, por favor** – Again, please.

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_

**Introducciones**

**Conversación Uno**  
María: Hola, me llamo María.

Luis: Buenos días María. Yo soy Luis.

María: Mucho gusto.

Luis: El gusto es mío.

**Conversación Dos**

Carmen: Buenas tardes.

Beto: Hola. Me llamo Beto.

Carmen: Mi nombre es Carmen.

Beto: Es un placer.

Carmen: Igualmente.

**Conversación Tres**

Ana: Buenos días, soy Ana. ¿Cómo te llamas?

Sara: Me llamo Sara. ¿Cómo estás?

Ana: Estoy bien, ¿y tú?

Sara: Muy bien.

Ana: ¿De dónde eres?

Sara: Soy de Perú, ¿y tú?

Ana: Soy de España.

Sara: ¡Qué interesante!

**Conversación Cuatro**

Tito: Hola, soy Tito. ¿Cómo te llamas?

Juan: Me llamo Juan.

Tito: Un placer, Juan. ¿Cuántos años tienes?

Juan: Tengo trece años, ¿y tú?

Tito: Tengo doce años.

Juan: ¿De dónde eres?

Tito: Soy de los Estados Unidos, ¿y tú?

Juan: Yo también soy de los Estados Unidos, de West Virginia.

*Palabras claves – key words*

Me llamo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Soy (de) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿Cómo te llamas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Buenos días \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mucho gusto \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ El gusto es mío \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Es un placer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Igualmente \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿De dónde eres? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ¿Cuántos años tienes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tengo \_\_ años. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Hola  Buenos días  Buenas tardes  Buenas noches | Adiós  Chao  Hasta luego  Hasta mañana  Hasta pronto |
| ¿Cómo estás?  ¿Cómo está usted?  ¿Qué tal?  ¿Qué pasa? | Estoy \_\_  bien  mal  más o menos  fatal/terrible |

|  |  |
| --- | --- |
| **Informal (casual)** | **Formal (polite)** |
| Use with:   * People the same age or younger * People we know really well   Examples:  ¿Cómo estás?  tú  Juan | Use with:   * People older than we are * People we show respect to (doctors, police officers, the principal, etc.) * People we don’t know or have just met   Examples:  ¿Cómo está usted?  usted  Señor Ramos |

People I know that I would use People I know that I would use   
INFORMAL language with: FORMAL language with:

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_

**Basic Personal Information**

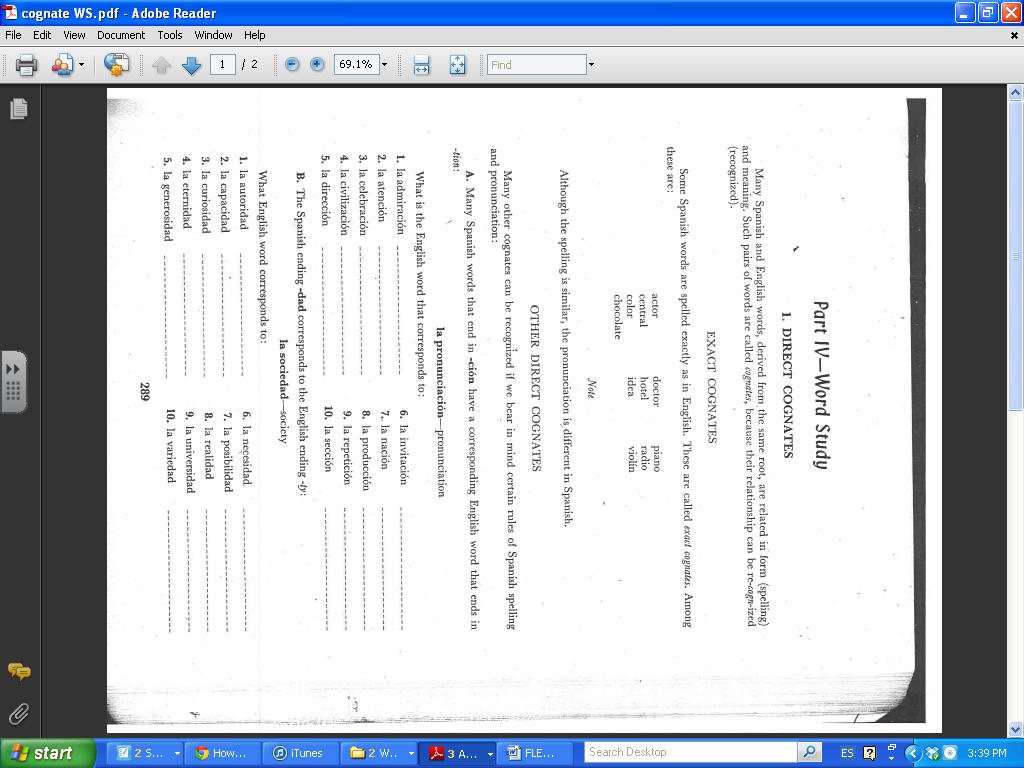
Soy de \_\_\_ - I’m from \_\_\_\_ Soy - I am  
los Estados Unidos - the United States  
¿Cuántos años tienes? - How old are you?  
Tengo \_\_\_\_ años - I’m \_\_\_ years old Tengo - I have  
  
Me gusta \_\_\_\_ - I like \_\_\_\_   
¿Te gusta \_\_\_? - Do you like \_\_\_?  
  
Mi color/animal favorito es \_\_\_ - My favorite color/animal is \_\_\_\_\_  
  
interesante - interesting  
simpático - nice  
extraño - weird  
cómico - funny  
aburrido - boring  
guapo - good-looking  
perezoso - lazy  
estudioso - studious, good student

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_

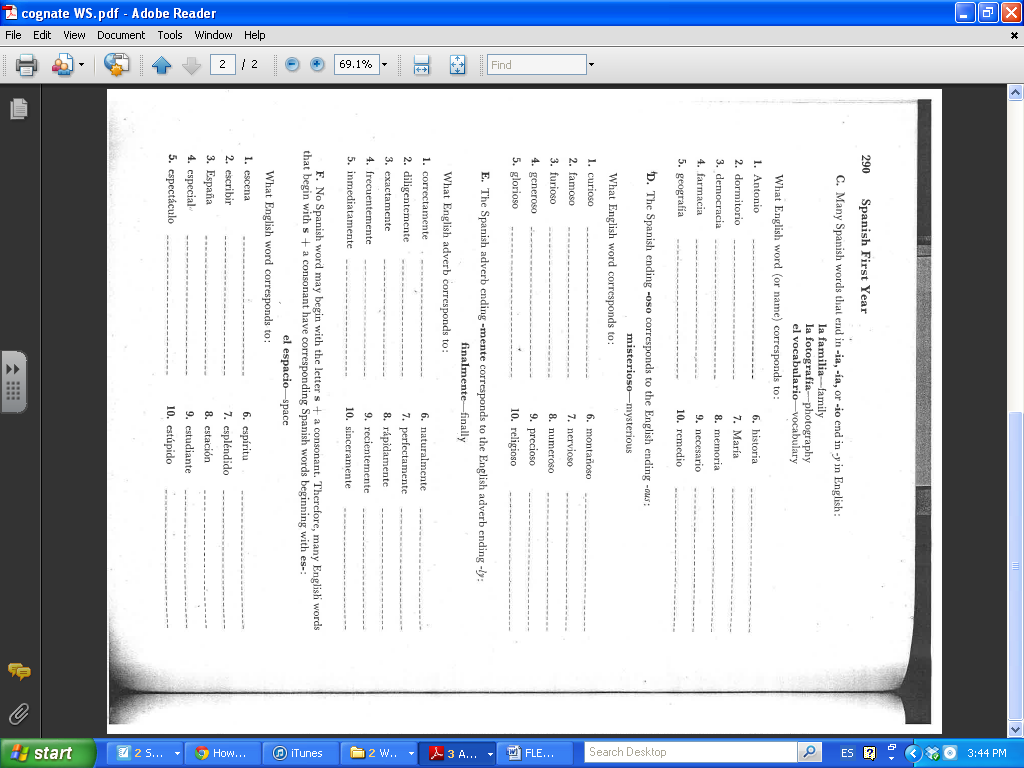
**Mis Clases - My Classes**

la clase - the class la clase de español - Spanish class  
de - of   
  
matemáticas - math  
inglés - English  
español - Spanish  
ciencias - science  
historia - history/social studies  
arte - art  
educación física - phys. ed.   
educación técnica - tech. ed.   
música - music  
coro - chorus  
  
antes de - before  
después de - after  
luego - later  
también - also  
es - (it) is  
tengo - I have  
me gusta - I like  
mi clase favorita - my favorite class  
mi clase menos favorita - my least favorite class  
  
divertida - fun  
aburrida - boring  
simpática - nice  
emocionante - exciting  
importante - important  
necesaria - necessary  
  
el maestro - the (male) teacher  
la maestra - the (female) teacher

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CLASS: \_\_\_\_\_\_\_\_\_\_\_\_ DATE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



PAGE 2



**Cultural Practices, Products, and Perspectives**

**Practices**—are patterns of social interactions, behaviors. Practices involve the use of products.

They represent the knowledge of “what to do when and where” (p. 50) and how to interact within

a particular culture.

**Products**—are the tangible or intangible creations of a particular culture. They reflect a culture’s

perspectives.

Tangible products: paintings, a cathedral, a piece of literature, a pair of chopsticks

Intangible products: an oral tale, a dance, a sacred ritual, a system of education, a law

**Perspectives**—the philosophical perspectives, meanings, attitudes, values, beliefs, ideas that

underlie the cultural practices and products of a society. They represent a culture’s view of the

world.

Examples of Practices:

rites of passage the use of forms of discourse

(e.g., use of formal vs. informal forms of address)

the use of space (norms of respect in social interactions)

the social “pecking order”

meal times, table manners

gestures and other nonverbal forms of communication

turn-taking (in conversation or in games)

playing behaviors

traditions related to holiday celebrations

shopping behaviors   
socially appropriate behaviors for interviewing, dating, weddings, funerals, etc.

Examples of Products:

toys; household items; pottery

musical instruments

traditional and contemporary dress

types of dwellings

foods; sports equipment

literature

artwork; tools

political cartoons

music, dance

language

literary styles/genres

social, economic, political institutions (e.g., the

educational system of a country)

Examples of Perspectives:

youth valued over age or vice versa

importance of individual freedom; independence

importance of family

the belief that bigger is better

valuing of sports/entertainment over education

values attached to bilingualism, multilingualism, monolingualism

value of having (ownership) belief that humans are part of the natural world and must respect and care for it

value associated with personal privacy

Examples of the relationship among the three:

Whatever the form of a cultural product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices involve the use of that product.

In some Asian cultures, members are positioned (a perspective) on a hierarchical scale based on age, social status, education, or similar variables. In those cultures, the exchange of business cards (a product) that provides key information is a helpful practice. Because the cards facilitate social interaction and are treated with respect in those cultures, one should not scribble another name or phone number on the business card (taboo practice). The information on the card also directly affects the nonverbal behavior (practice) of those involved in the communicative

interaction, as well as the choice of linguistic forms (products) that indicate status.

In the U.S., youth has traditionally been valued more than old age (a perspective). As a result, products that purport to prolong youth and vitality (e.g., face creams, high fiber breakfast cereals, and fitness equipment) have become an integral part of our culture. At the same time, practices that are perceived as prolonging youth and health are encouraged: school children have physical education to promote physical exercise; many invest in running shoes (products) or join a fitness club (product); some take extreme measures to look younger and have plastic surgery

(practice) or wear clothes associated with a younger set (products).

In Spain, bread is considered a fundamental part of every meal (perspective). Fresh, long baguette-type loaves of bread (products) are baked and sold daily in panaderías (products). At the table, people break off (rather than slice) pieces of bread from the long loaves and often use the bread to scoop food onto eating utensils (practices). Butter isn’t served with the bread (practice).

Source: National Standards for Foreign Language Education Project. (1999). Standards for

foreign language learning in the 21st

century. Lawrence, KS: Allen Press, Inc.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class pd. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Products in Spanish: Finding Cognates and Culture**

Answer these questions as you and a partner work with advertisements and other materials in Spanish class. Remember to use *cognates* (words in two languages that sound/look alike and mean the same thing) to help you understand what you see.

1. Find all the cognates you can – list them here with their English meaning. (Read the fine print!!)

*Busca todos los cognados – escribe los cognados aquí con su significado en inglés.*

1. How do these cognates help you when you read the item?

*¿Cómo te ayudan los cognados cuando tú lees el objeto?*

1. How is your item a **cultural product**? (**What** is it?)

*¿Cómo es tu objeto un* ***producto cultural****? (¿Qué es?)*

1. What **cultural practices** is your product used for? (**How** is it used by a group of people?)

*¿Para cuáles* ***prácticas culturales*** *se usa tu producto? (¿****Cómo*** *se usa por un grupo de personas?)*

1. What **cultural perspectives** can you identify? (**Why** is it used? For example, if your item is food, you might tell who would eat that food, when, with whom…).

*¿Cuáles* ***perspectivas culturales*** *puedes identificar? (¿****Por qué*** *se usa?)*

1. Would YOU use this product? Why? (Think about *your* culture).

*¿Usarías TÚ este producto? ¿Por qué? (Piensa en* tu *cultura).*

PALABRAS ÚTILES (useful words)

Es un producto cultural porque…. *It’s a cultural product because…*

Es una práctica cultural porque… *It’s a cultural practice because…*

Es una perspectiva cultural porque… *It’s a cultural perspective because…*

Es – *it is*

Un anuncio – *an advertisement*

Un cognado -  *a cognate*

Make-up – maquillaje (mah-key-YA-hey)

Food – comida

Car – carro

Soap – jabón (hah-BONE)

Shampoo – champú

Hair dye – tinte (TEEN-tay) or colorante

Toothpaste – pasta de dientes

Lipstick – lápiz de labios

Gum - Chicle

SPANISH SPEAKING COUNTRIES OF THE WORLD

The 21 countries that have Spanish as the Official Language



# EUROPA *COUNTRY CAPITAL CITY*

España Madrid

**EL CARIBE *(THE CARIBBEAN)***

## *COUNTRY CAPITAL CITY*

Cuba La Habana

La República Dominicana Santo Domingo

Puerto Rico San Juan

# ÁFRICA *COUNTRY CAPITAL CITY*

Guinea Ecuatorial Malabo

# NORTE AMÉRICA

## *COUNTRY CAPITAL CITY*

## México México D.F.

###### SUDAMÉRICA / AMÉRICA DEL SUR

## *COUNTRY CAPITAL CITY*

Argentina Buenos Aires

Bolivia La Paz

Chile Santiago

Colombia Bogotá

Ecuador Quito

Paraguay Asunción

Perú Lima

Uruguay Montevideo

Venezuela Caracas

**CENTROAMÉRICA / AMÉRICA CENTRAL**

## *COUNTRY CAPITAL CITY*

Costa Rica San José

1. Guatemala Guatemala
2. Honduras Tegucigalpa
3. Nicaragua Managua
4. Panamá Panamá

El Salvador San Salvador

NOMBRE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

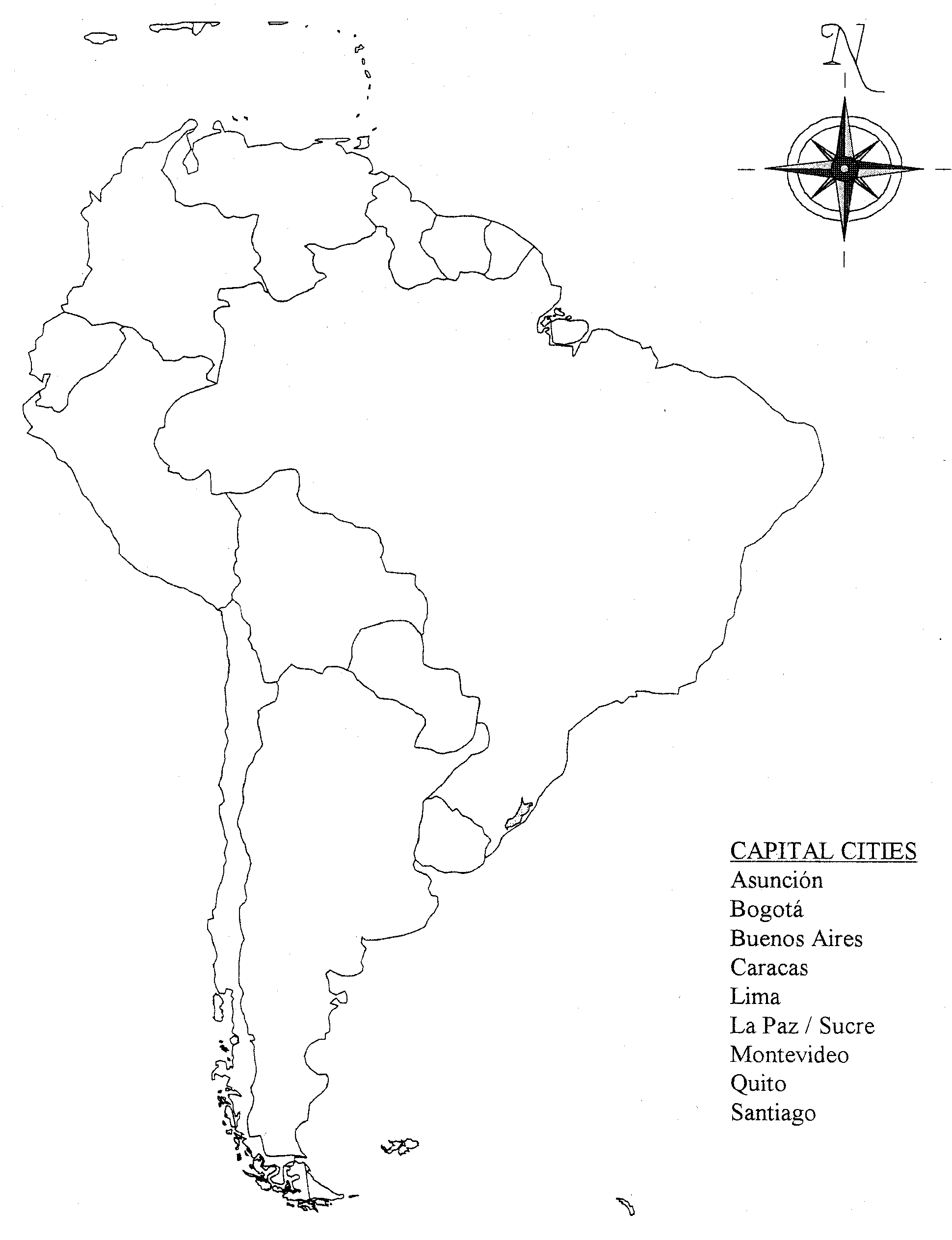
CLASE: \_\_\_\_\_\_\_\_\_\_\_\_ FECHA: \_\_\_\_\_\_\_\_\_

**MAP TOTAL:**

**\_\_\_ / 21**

*Sudamérica*

**Instructions -** On the map: Correctly label the 9 Spanish-speaking countries of South America, and each capital city. Mark the capital city with a dot or star where each city is located.



COUNTRIES

Argentina

Bolivia

Chile

Colombia

Ecuador

Paraguay

Perú

Uruguay

Venezuela

CAPITAL CITIES

Asunción

Bogotá

Buenos Aires

Caracas

Lima

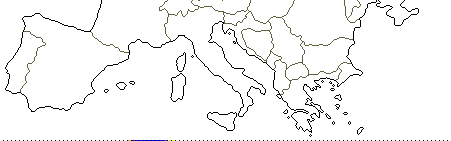
La Paz

Montevideo

Quito

Santiago

\_\_\_\_ / 9 (1/2 pt each)



**Instructions -** On the map: Correctly label the one Spanish-speaking country in Europe and the one Spanish-speaking in Africa. Also correctly label the capital city of each country in its approx. location.

## EUROPA

*Portugal*

##### CAPITAL CITIES

Malabo

Madrid

##### COUNTRIES

Madrid

Guinea Equatorial

##### COUNTRIES

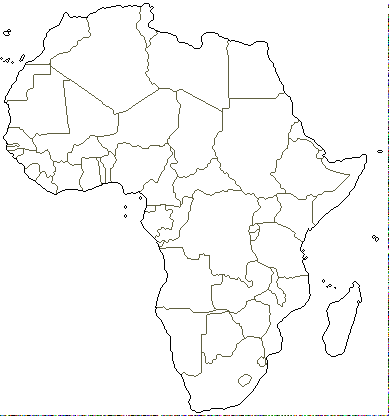
España

Guinea Ecuatorial

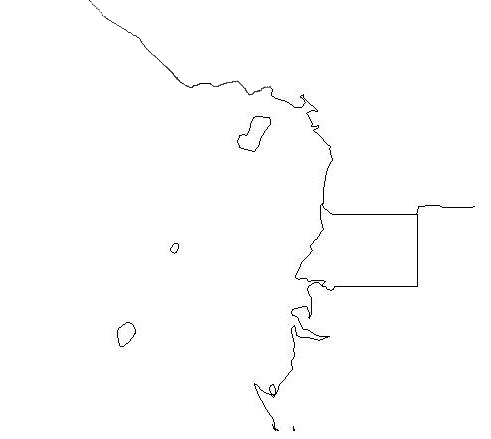
##### COUNTRIES

Madrid

Guinea Equatorial



## ÁFRICA



NA01452_

\_\_\_\_ / 2

(1/2 pt each)

INSTRUCTIONS:

On the map label the 1 country in *Norteamérica*, the 6 countries of *Centroamérica* and the 3 countries in

*El Caribe* where Spanish is the official Spoken language. ALSO label their capital cities. Accuracy counts!

SY00730_

Countries

Costa Rica

Cuba

El Salvador

Guatemala

Honduras

México

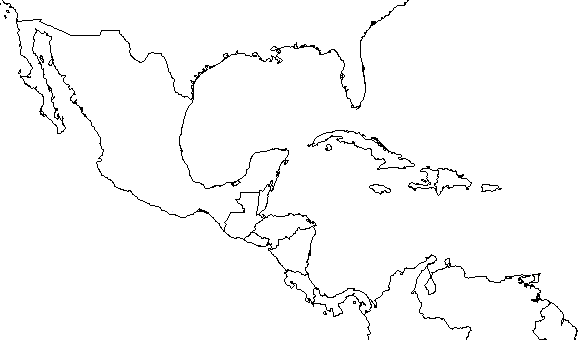
Nicaragua

Panamá

Puerto Rico *(territory of U.S.)*

República Dominicana

**EL CARIBE**



Capital Cities

Guatemala

La Habana

Managua

México D.F.

Panamá

San José

San Juan

San Salvador

Santo Domingo

Tegucigalpa

**NORTEAMÉRICA**

*Belice*

*Jamaica*

*Haiti*

**CENTROAMÉRICA**

\_\_\_\_ / 10

(1/2 pt each)

*\South America Pkt & Test \Central America Map.doc*

Malabo 

**Subject Pronouns**

Subject pronouns are words that stand for proper nouns. They are the subject of the sentence, so they are the person or object performing the action. For example, in the sentence “Frida is crazy,” the subject is Frida.

We can replace “Frida” with the word “she”: She is crazy. “She” is a subject pronoun—a word that replaces “Frida,” which is a proper noun.

It’s the same in Spanish: **Frida** está loca, **ella** está loca.

**Subject Pronouns**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. I | 1. yo | 6. \_\_nosotros\_\_\_\_\_\_\_\_  7. \_\_nosotras\_\_\_\_\_\_\_\_ | we  6. masculine or mixed group form  7. feminine form |
| 2. you (singular, informal) | 2. tú | 8. \_\_vosotros\_\_\_\_\_\_\_\_\_  9. \_\_vosotras\_\_\_\_\_\_\_\_\_ | you guys in Spain  8. masculine or mixed group form  9. feminine form |
| 3. he  4. she  5. you (singular, formal) | 3. \_\_\_\_\_él\_\_\_\_\_  4. \_\_\_\_\_ella\_\_\_\_  5. \_\_\_\_\_usted\_\_\_ | 10. \_\_ustedes\_\_\_\_\_\_\_  11. \_\_ellos\_\_\_\_\_\_\_\_\_  12. \_\_ellas\_\_\_\_\_\_\_\_\_ | 10. you guys (Latin America informal, Spain formal)  11. they (masc. or mixed group)  12. they (fem.) |

There are some major differences between Latin American Spanish and the Spanish spoken in Spain. Some pronouns are used to address different people, depending on the country. These explanations are more detailed below:

**yo**

“yo” means “I.” It’s the first-person, singular pronoun. It’s the same in Latin America and Spain.

**tú**

“tú” means “you.” It’s the second-person singular pronoun, and it’s informal—always used with someone familiar. It’s the same in Latin America and Spain.

**él**

“él” means “he.” It’s a third-person singular pronoun, and it’s masculine. It’s the same in Latin America and Spain.

**ella**

“ella” means “she.” It’s a third-person singular pronoun, and it’s feminine. It’s the same in Latin America and Spain.

**usted** or **Ud.** (sometimes **Vd.**)

“usted” (abbreviated as Ud. or, in older writings, Vd.) means “you.” This is not the same as *tú*. Usted is very formal. It should be used to refer to epople you’ve never met or do not know well, people of a respected profession (e.g., doctors, professors, police officers), and people who are older or of a higher rank than you are. It’s the same in Latin America and Spain.

**nosotros, nosotras**

“nosotros” means “we.” There are two forms of this pronoun—“nosotr**o**s” should be used for a group of men or a mixed group of both men and women. “Nosotr**a**s” is used when the group contains only women. It’s the same in Latin America and Spain.

**\*\*\*vosotros, vosotras**

“vosotros” means “you guys.” It has two forms, just like *nosotros*. The same rules apply: “vosotr**o**s” is used for a group of boys or a mixe group of boys and girls, while “vosotr**a**s” is used for a group of girls. It’s an informal word, meaning that you can use it to address a group of people who are familiar, or a group of people younger than you. Think of it as the plural form of “tú.” Vosotros is used exclusively in the country of Spain.

**\*\*\*ustedes, Uds.** (sometimes **Vds.**)

“ustedes” is the plural form of “usted.” You use it to talk to a group of people. It’s used differently in Spain than in Latin America.

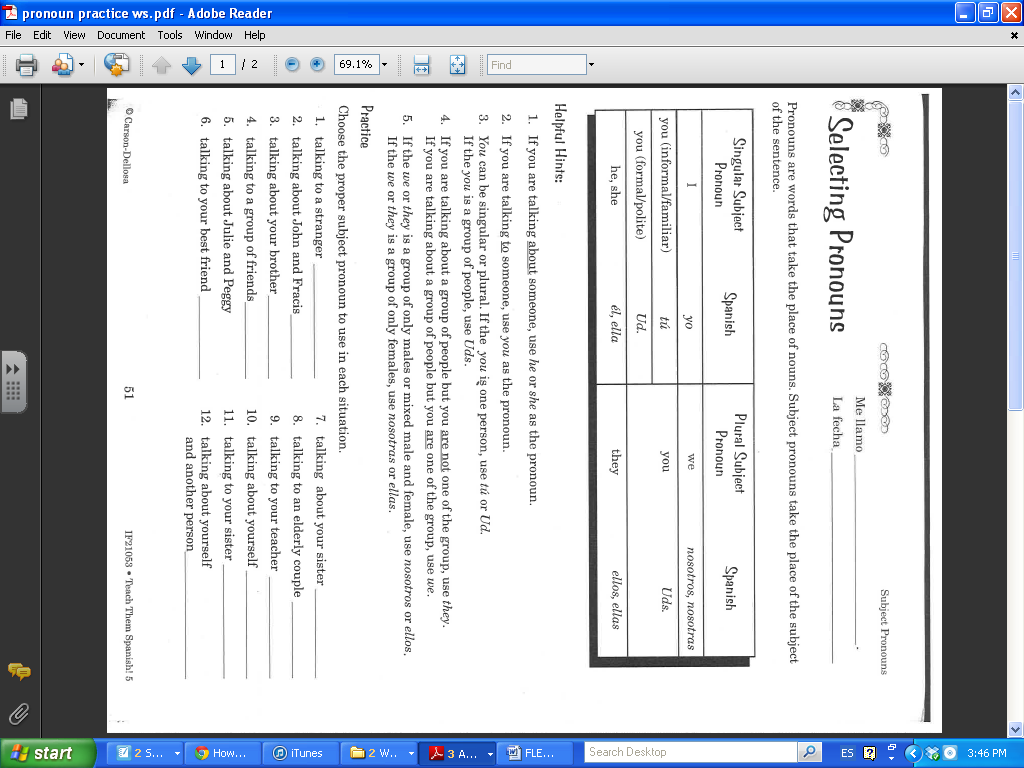
LATIN AMERICA: “ustedes” is both formal and informal. You use it any time you’re talking directly to a group of people.

SPAIN: “ustedes” is formal. It’s the more formal form of “vosotros.” It’s what you would use to address a group of people who are older than you or to whom you must show respect (a group of doctors, professors, or police, for example).

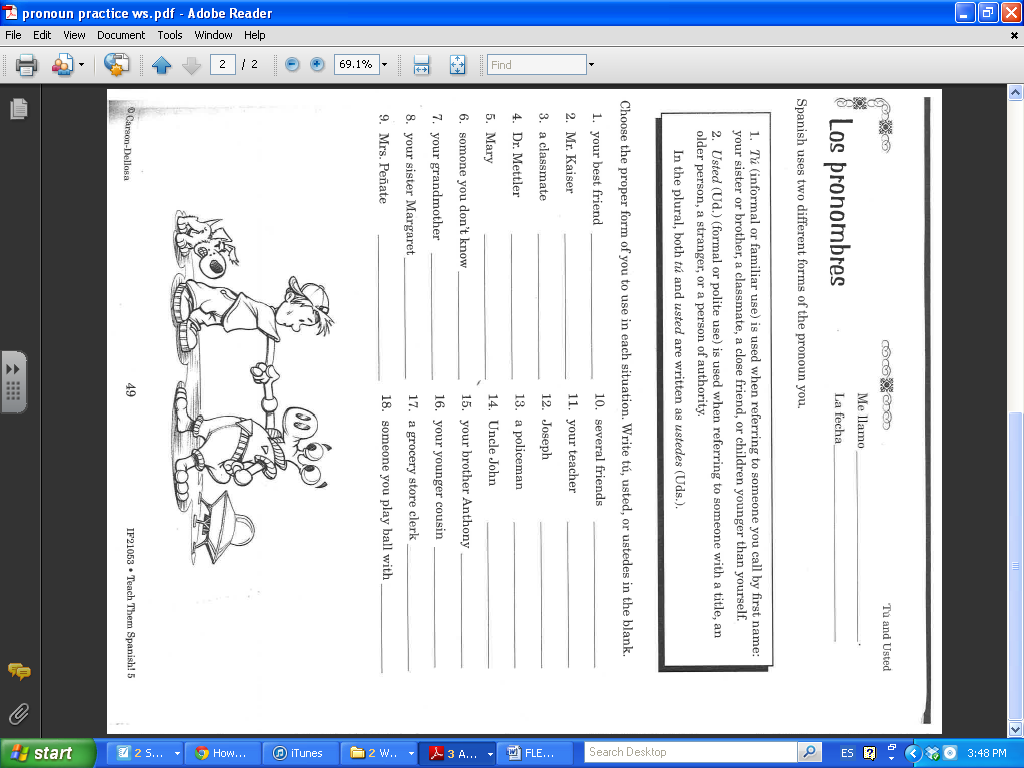
**ellos, ellas**

“ellos” means “they.” It’s the third-person plural pronoun. “Ell**o**s” is used for a group of boys or a mixed group of boys and girls. “Ell**a**s” is used if the group contains only girls. It’s the same in Latin America and Spain.

PRONOUN PRACTICE



PRONOUN PRACTICE



**Keyboard Shortcuts**

**á, é, í, ó, ú – press CTRL + ’ then pick**

**up your fingers and press**

**the vowel.**

**ñ press CTRL + Shift + ~**

**then pick up your fingers**

**and press n.**

**­­­**

**¡ press CTRL + ALT + 1 +   
 SHIFT**

**¿ press CTRL + ALT + Shift + ?**

**ü press CTRL + Shift + :**

**then pick up your fingers**

**and press u.**

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introducciones: Web Publishing**

Remember good rules for sharing personal information on the internet: nothing specific, no real names, and no real locations. Use the writing process to help you write a brief paragraph introducing yourself **in Spanish** to a web audience. **If you use additional paper, please staple it to this page.**

1. **Brainstorm/organize** – What information should you include? How do you say what you want to say in Spanish?

**2. Rough draft**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**3. Revise** (make it make sense)/Edit (check for mistakes – do this to the text above)  
**4. Rewrite** (to correct problems – do this on the lines below)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **5. Peer edit** (work together to look for problems/errors – do this to the text in Step 4)  
Remember to check each other’s work not just for errors, but for appropriateness—is this paragraph good for a web audience? Should we add or take away information?

**PARTNER’S SIGNATURE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. Rewrite (to fix what you found)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. Publish (send it to your audience)**

In this case, “publishing” means that we will be typing your brief introduction paragraphs on the class

Wiki ([www.oakglenspanish.wikispaces.com](http://www.oakglenspanish.wikispaces.com)).

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Grammatical structures and verbs** | **Vocabulary** | **Organization** | **Command of language** | **Treatment of topic** |
| **5** | Exhibits excellent control of basic structures and verbs, very few errors. | Uses a wide variety of vocabulary precisely and accurately; little to no repetition | Sample is well organized, easy to follow. | Demonstrates an excellent understanding of basic sentence structure. | Sample is very thorough in addressing the topic. |
| **4** | Exhibits good control of elementary structures with some errors | Uses appropriate vocabulary though some repetition may occur | Sample is organized enough to be understood. | Demonstrates a good understanding of basic sentence structure (syntax, noun/adj, spelling) | Sample addresses the topic well. |
| **3** | There are numerous grammatical errors, even in simple structures. | Vocabulary is very limited with some second language interference | Sample is somewhat organized but difficult to follow. | Many errors in basic sentence structure (syntax, noun/adj, spelling) | Sample addresses the topic adequately. |
| **2** | Constant errors in grammatical structures make the sample difficult to understand. | Insufficient vocabulary, with constant second language interference that makes the sample difficult to understand. | There is little organization and the paragraph is simply a list of parts of the prompt. | Constant errors in basic sentence structure (syntax, noun/adj, spelling) make the sample difficult to understand | Sample does not address the topic adequately. |
| **1** | Insufficient response to determine. | Paragraph written in English or only lists random Spanish words | Random thoughts; not organized. | Only a one- or two-sentence response. | Off topic. |

**A writing response may score a zero in any of these categories if it fails to meet the requirements for a 1.   
In addition, if the response scores a 0 for “topic,” the entire response receives a 0.**

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Identificando y Usando Verbos en español - Identifying and Using Verbs in Spanish

1. Talk about pronouns - words that identify the person doing an action, or the person that the action is happening to.  These are great clues to the meaning of verbs we see. (I, you, he, she, we, they... yo, tú, él, ella, usted, nosotros, vosotros, ellos, ellas, ustedes)  
2. Identify patterns in word endings.  
3. Try using words according to the patterns we identify.  
  
Sometimes, words don’t follow the pattern exactly.  We call those verbs “irregular” because they don’t follow a regular pattern.  They can be confusing, but once you get used to them, they become second nature.    
  
This list is NOT final!!! Part of your job is to **add to the list** as we learn new things in class. This is just a starting point for you.    
  
aprender - to learn   
beber - to drink   
comer - to eat

contestar – to answer   
descansar - to rest   
dibujar - to draw  
enseñar – to teach   
escribir - to write   
escuchar - to listen   
estudiar - to study  
hablar - to talk   
hacer (la tarea) - to do/to make (homework)   
ir - to go (very irregular!)   
leer - to read  
limpiar - to clean  
llegar - to arrive, to get to  
mirar - to watch

montar en bicicleta – to ride a bike  
necesitar – to need  
querer - to want  
sacar una buena nota – to get a good grade  
ser - to be (permanent/predictable things)  
tener - to have

tocar (la guitarra) – to touch or to play (the guitar)  
tomar apuntes – to take notes  
trabajar - to work  
usar la computadora - to use the computer

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Useful Phrases with infinitive verbs**  
  
Tengo que \_\_\_  - I have to \_\_\_   
Me gusta \_\_\_ - I like \_\_\_\_  
Necesito \_\_\_ - I need \_\_\_\_  
Quiero \_\_\_ - I want \_\_\_  
Puedo \_\_\_ - I can \_\_\_  
  
  
**Talking about time and how often we do things**  
todos los días - every day  
todas las tardes - every afternoon  
todas las noches - every night  
casi - almost  
nunca - never  
siempre - always  
de vez en cuando - from time to time  
muchas veces - often, many times  
a veces - sometimes  
  
A las \_\_ - At \_\_\_ (giving a specific time) --- A las cinco = *At five o’clock*  
Son las \_\_\_ - It’s \_\_\_\_ (giving the current time) --- Son las once = *It’s 11 o’clock (right now)*  
  
media - ½ (or 30 minutes)  A las diez y media = *At 10:30*  
cuarto - ¼ (or 15 minutes)  A las doce y cuarto = *At 12:15*  
  
y - and (for 1-30)  Son las diez y veinte = *It’s 10:20*  
menos - minus (for 31-59, subtracting from the next hour) Son las tres menos diez = *It’s 2:50*.   
  
¿Qué hora es? - What time is it?  
¿A qué hora? - At what time?

PRONOUN PRACTICE

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_

Replace each of these phrases with a single pronoun **IN SPANISH**.

Ex: You and I = we, Matt and Steve = they

Carmela y yo - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tú y yo - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tú y Eduardo - \_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_

tú y Eduardo (España) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Eduardo y Carmela - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Carmela y Sarita - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

María - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Eduardo - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sara y yo - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Toño, Carmen, y Ronaldo - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tú y Quique - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Beto - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mónica y yo - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paula y Laura - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tú y yo - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tú y Manuela - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

usted y la Sra. Merino - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Take off the old verb ending.
2. Choose the right ending from the chart and attach it (it depends on who does the action!)

|  |  |  |  |
| --- | --- | --- | --- |
| yo |  |  | Nosotros |
| tú |  |  | Vosotros |
| Él, ella, usted |  |  | Ellos, ellas, ustedes |

**AR verb endings**

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**¿Qué hago en la escuela?: Web Publishing**

Remember good rules for sharing personal information on the internet: nothing specific, no real names, and no real locations. Use the writing process to help you write a brief paragraph **telling what you do in school every day**. **If you use additional paper, please staple it to this page.**

1. **Brainstorm/organize** – What information should you include? How do you say what you want to say in Spanish?

**2. Freewrite/rough draft**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**3. Revise** (make it make sense)/Edit (check for mistakes – do this to the text above)  
**4. Rewrite** (to correct problems – do this on the lines below)

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**5. Peer edit** (work together to look for problems/errors – do this to the text in Step 4)

Remember to check each other’s work not just for errors, but for appropriateness—is this paragraph good for a web audience? Should we add or take away information?  
**PARTNER’S SIGNATURE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. Rewrite (to fix what you found)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**7. Publish (send it to your audience)**

In this case, “publishing” means that we will be typing your brief introduction paragraphs on the class Wiki ([www.oakglenspanish.wikispaces.com](http://www.oakglenspanish.wikispaces.com)).

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | **Grammatical structures and verbs** | **Vocabulary** | **Organization** | **Command of language** | **Treatment of topic** |
| **5** | Exhibits excellent control of basic structures and verbs, very few errors. | Uses a wide variety of vocabulary precisely and accurately; little to no repetition | Sample is well organized, easy to follow. | Demonstrates an excellent understanding of basic sentence structure. | Sample is very thorough in addressing the topic. |
| **4** | Exhibits good control of elementary structures with some errors | Uses appropriate vocabulary though some repetition may occur | Sample is organized enough to be understood. | Demonstrates a good understanding of basic sentence structure (syntax, noun/adj, spelling) | Sample addresses the topic well. |
| **3** | There are numerous grammatical errors, even in simple structures. | Vocabulary is very limited with some second language interference | Sample is somewhat organized but difficult to follow. | Many errors in basic sentence structure (syntax, noun/adj, spelling) | Sample addresses the topic adequately. |
| **2** | Constant errors in grammatical structures make the sample difficult to understand. | Insufficient vocabulary, with constant second language interference that makes the sample difficult to understand. | There is little organization and the paragraph is simply a list of parts of the prompt. | Constant errors in basic sentence structure (syntax, noun/adj, spelling) make the sample difficult to understand | Sample does not address the topic adequately. |
| **1** | Insufficient response to determine. | Paragraph written in English or only lists random Spanish words | Random thoughts; not organized. | Only a one- or two-sentence response. | Off topic. |

**A writing response may score a zero in any of these categories if it fails to meet the requirements for a 1.   
In addition, if the response scores a 0 for “topic,” the entire response receives a 0.**

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

La hora: Time in Spanish I

Translate these sentences into good English.

1.La fiesta es a las dos y media.

2. Tengo la clase de español a las diez menos dieciséis.

3. Estudio con mis amigos a las seis y cuarto.

4. Como en la cafetería a las once y dieciséis.

5. Practico deportes después de las clases, a las cuatro y veinte.

6. Hago la tarea todos los días a las siete y media.

7. Llego a la escuela a las nueve menos cuarto.

8. Mi amigo Sandro llega a la escuela a las nueve menos veinte.

9. Yo voy a casa a las cuatro menos quince.

10. Tengo la clase de matemáticas a las dos y seis.

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

La hora: Time in Spanish II

Write out these times **in *words* in Spanish.** Remember to use "la" or "las" before saying the time.

EXAMPLE: 5:18 - las cinco y dieciocho

1. 6:10

2. 12:25

3. 1:20

4. 8:45

5. 3:55

6. 10:58

7. 12:40

8. 2:15

9. 10:30

10. 7:19

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

La hora: Time in Spanish III

**Answer** these questions in **complete sentences in Spanish**

1. ¿A qué hora tienes la clase de español?

2. ¿A qué hora tienes la clase de inglés?

3. ¿A qué hora tienes la clase de matemáticas?

4. ¿A qué hora comes el almuerzo en la cafetería?

5. ¿A qué hora tienes la clase de historia?

6. ¿A qué hora tienes la clase de ciencias?

7. ¿A qué hora tienes la clase de educación física?

8. ¿A qué hora tienes la clase de arte?

9. ¿A qué hora haces la tarea?

10. ¿A qué hora llegas a la escuela?

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_

Read the story in Spanish. Then, answer the questions below in complete sentences in Spanish.

Marcelina es una estudiante. Ella llega a la escuela a las ocho y diez todos los días para estudiar. Marcelina estudia con su amiga Patricia. Marcelina y Patricia tienen la clase de matemáticas a las ocho y media. Les gusta la clase de matemáticas, pero a veces es difícil. Ellas tienen la clase de ciencias a las nueve y quince. La clase de ciencias es muy interesante, y ellas tienen mucha tarea.

Marcelina y Patricia tienen la clase de historia a las once menos diez. A Marcelina, le gusta la clase de historia porque la maestra es muy buena, pero a Patricia, no le gusta nada. Las chicas comen en la cafetería a las doce y diez, y tienen la clase de música a la una menos veinte. Ellas tienen la clase de español a las dos y media. Ellas estudian mucho en la clase de español, y escuchan a la maestra. Ellas sacan buenas notas en sus clases.

1. ¿A qué hora es la clase de matemáticas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. ¿A qué hora es la clase de ciencias? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. ¿Les gusta la clase de ciencias? ¿Por qué? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. ¿A qué hora es la clase de historia? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. ¿A qué hora comen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. ¿Son buenas estudiantes? ¿Por qué? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partner Interviews: AR Verbs and School Vocab

Using the questions below, interview a partner in Spanish and record his or her answers in Spanish.

Person I interviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ¿A qué hora tienes la clase de español?
2. ¿Qué haces en la clase de español?
3. ¿A qué hora es la clase de inglés?
4. ¿Qué haces en la clase de inglés?
5. ¿A qué hora llegas a la escuela?
6. ¿Estudias mucho para tus clases?
7. ¿En cuáles clases usas la computadora?
8. ¿Quién es la maestra de matemáticas?

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**After-School Activity List: Using Verbs**

beber - to drink Sports - Deportes  
comer (la cena) - to eat (dinner) Football - fútbol americano  
descansar - to rest basketball - el basquetbol  
escuchar (música) - to listen to (music) soccer - el fútbol  
hacer (la tarea) - to do/to make (homework) tennis - el ténis  
ir (a la casa de un(a) amigo(a)) – to go (to a friend’s house) volleyball - el volibol  
jugar (al fútbol) - to play (soccer) baseball - el béisbol  
mirar (la televisión) - to watch (tv) softball - el sofbol  
pasear - to go for a walk  
trabajar - to work escribir – to write  
usar la computadora - to use the computer compartir – to share  
bailar - to dance vender – to sell  
leer – to read correr – to run

AR Verb endings

|  |  |  |  |
| --- | --- | --- | --- |
| Yo | * O | * amos | Nosotros |
| Tú | * as | * áis | Vosotros |
| Él, ella, usted | * a | * an | Ellos, ellas, ustedes |

ER Verb endings

|  |  |  |  |
| --- | --- | --- | --- |
| Yo | * o | * emos | Nosotros |
| Tú | * es | * éis | Vosotros |
| Él, ella, usted | * e | * en | Ellos, ellas, ustedes |

IR Verb endings

|  |  |  |  |
| --- | --- | --- | --- |
| Yo | * o | * imos | Nosotros |
| Tú | * es | * ís | Vosotros |
| Él, ella, usted | * e | * en | Ellos, ellas, ustedes |

|  |  |  |  |
| --- | --- | --- | --- |
| Yo | Voy | Vamos | Nosotros |
| Tú | Vas | Vais | Vosotros |
| Él, ella, usted | Va | Van | Ellos, ellas, ustedes |

The verb IR – “to go”

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**¿Qué haces después de las clases?: Web Publishing**

Remember good rules for sharing personal information on the internet: nothing specific, no real names, and no real locations. Use the writing process to help you write a brief paragraph **telling what you do after school**. **If you use additional paper, please staple it to this page.**

1. **Brainstorm/organize** – What information should you include? How do you say what you want to say in Spanish?

**2. Freewrite/rough draft**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**3. Revise** (make it make sense)/Edit (check for mistakes – do this to the text above)  
**4. Rewrite** (to correct problems – do this on the lines below) ADD INFORMATION!  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**5. Peer edit** (work together to look for problems/errors – do this to the text in Step 4)  
Remember to check each other’s work not just for errors, but for appropriateness—is this paragraph good for a web audience? Should we add or take away information?

**PARTNER’S SIGNATURE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. Rewrite (to fix what you found)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**7. Publish (send it to your audience)**In this case, “publishing” means that we will be typing your brief introduction paragraphs on the class Wiki ([www.oakglenspanish.wikispaces.com](http://www.oakglenspanish.wikispaces.com)).

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | **Grammatical structures and verbs** | **Vocabulary** | **Organization** | **Command of language** | **Treatment of topic** |
| **5** | Exhibits excellent control of basic structures and verbs, very few errors. | Uses a wide variety of vocabulary precisely and accurately; little to no repetition | Sample is well organized, easy to follow. | Demonstrates an excellent understanding of basic sentence structure. | Sample is very thorough in addressing the topic. |
| **4** | Exhibits good control of elementary structures with some errors | Uses appropriate vocabulary though some repetition may occur | Sample is organized enough to be understood. | Demonstrates a good understanding of basic sentence structure (syntax, noun/adj, spelling) | Sample addresses the topic well. |
| **3** | There are numerous grammatical errors, even in simple structures. | Vocabulary is very limited with some second language interference | Sample is somewhat organized but difficult to follow. | Many errors in basic sentence structure (syntax, noun/adj, spelling) | Sample addresses the topic adequately. |
| **2** | Constant errors in grammatical structures make the sample difficult to understand. | Insufficient vocabulary, with constant second language interference that makes the sample difficult to understand. | There is little organization and the paragraph is simply a list of parts of the prompt. | Constant errors in basic sentence structure (syntax, noun/adj, spelling) make the sample difficult to understand | Sample does not address the topic adequately. |
| **1** | Insufficient response to determine. | Paragraph written in English or only lists random Spanish words | Random thoughts; not organized. | Only a one- or two-sentence response. | Off topic. |

**A writing response may score a zero in any of these categories if it fails to meet the requirements for a 1.   
In addition, if the response scores a 0 for “topic,” the entire response receives a 0.**

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partner Interviews: AR Verbs and After-school activities

Using the questions below, interview a partner in Spanish and record his or her answers in complete sentences in Spanish.

Person I interviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ¿Qué haces después de las clases?
2. ¿A qué hora comes la cena?
3. ¿Con quién comes la cena?
4. ¿Cuáles deportes practicas?
5. ¿Juegas al béisbol?
6. ¿Cuáles deportes miras en la televisión?
7. ¿A qué hora haces la tarea después de las clases?
8. ¿Te gusta pasear después de las clases?
9. ¿Qué tipo de música escuchas?
10. Después de practicar deportes, ¿qué te gusta beber?

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ecotourism

Use this page to take notes as your teacher tells you about ecotourism. Write down anything that **interests you** or **surprises you.** Also, write a brief statement defining each term.

1. **Small Scale**

It means:

Something that surprised me or interested me:

1. **Low impact/responsible travel**

It means:

Something that surprised me or interested me:

1. **Local communities**

It means:

Something that surprised me or interested me:

1. **Respect for different cultures**

It means:

Something that surprised me or interested me:

1. **Primary attractions**

It means:

Something that surprised me or interested me:

1. **Appreciation for natural habitats**

It means:

Something that surprised me or interested me:

1. **Nature based activities**

It means (give examples, too!):

Something that surprised me or interested me:

1. **Promoting recycling and conservation**

It means:

Examples:

Something that surprised me or interested me:

1. **Building environmental awareness**

It means:

Something that surprised me or interested me:



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Familias de Costa Rica**

You saw the video “Familias de Costa Rica” in class. Write a paragraph, in English, comparing the families you saw to your own. What do you have in common with the families? What’s different? Could you imagine yourself living life like the families you saw? What would you like about it? Use detail; be specific.

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**Video Viewing Chart** – use this chart to take notes while you watch the video, and later use it to help you write your reflection.

|  |
| --- |
| **Part I**  Who?  Where?  Important details: |
| **Part II**  Who?  Where?  Important details: |
| **COMPARE and CONTRAST:** How are these two students alike? How am I like them? How are we different? |